

## DESE Model Curriculum

GRADE LEVEL/UNIT TITLE: 4/Now Featuring . . . A Study of Poetry, Drama, and Prose

Course Code: ELA

### COURSE INTRODUCTION:

Fourth graders will confidently navigate multiple genres of text through reading, writing, speaking and listening. As students compare and draw connections between a variety of themes, subjects and life experiences through literature, poetry, and informational text, they will personally experience the value literacy holds in their lives. Through their interactions with various texts, students will have opportunities to expand their vocabulary through discussions, readings, and research. Students will utilize technology as a communication tool to research information and to produce artifacts for presentation of their knowledge and findings.

In this document, teaching structures such as interactive writing, reading workshop, Socratic Seminar, etc. are highlighted in blue and linked directly to the State Literacy Plan in order to provide a more in-depth explanation.

### UNIT DESCRIPTION:

Poetry, drama, and prose showcase many unique features. In this unit, students will analyze the structural elements of these genres and discover the power of figurative language in reading. By reading and studying poetry, drama, and prose students will be able to compare the structural elements of these genres and interpret the meaning of the figurative language found in the texts.

Diverse Learners

Strategies for meeting the needs of all learners including gifted students, English Language Learners (ELL) and students with disabilities can be found at <http://www.dese.mo.gov/divimprove/curriculum/UD-Model-Curriculum-Introduction-Sheet.pdf>. Resources based on the Universal Design for Learning principles are available at [www.cast.org](http://www.cast.org).

[Provide Feedback](#)

**SUGGESTED UNIT TIMELINE:** 4-6 weeks

**CLASS PERIOD (min.):** 60-90 minutes/daily

### ESSENTIAL QUESTIONS:

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<ol style="list-style-type: none"> <li>How do poems, dramas, and prose differ?</li> <li>How does figurative language help me interpret meaning?</li> <li>What are the types of figurative language?</li> <li>Why do authors use certain features for poems, dramas, and prose?</li> </ol>						
ESSENTIAL MEASURABLE LEARNING OBJECTIVES		CROSSWALK TO STANDARDS				
		CA GLE	Performance Goals	CCSS ELA Grade Level	CCSS ELA Anchor	DOK
1. Students will determine the meaning of words and phrases.		R.2.A.4.b R.1.I.4.a R.1.D.4.a R.1.D.4.b	1.5 1.6 2.4	RL.4.4 RF.4.4.b		1
2. Students will compare the structural elements of poetry, drama, and prose.		R.2.A.4.b R.1.I.4.a	1.5 1.6 2.4	RL.4.5		1
3. Students will read and comprehend poems, dramas, and prose for grade 4 independently.		R.1.D.4.b R.1.H.4.a	1.5 1.6 3.5	RL.4.10		1 3
4. Students will use evidence from literary texts to determine meaning of figurative language.		W.3.A.4.a W.3.A.4.b	1.8 2.1	W.4.9.a		3
5. Students will interpret meaning from figurative language.		R.2.B.4	1.5 1.6 2.4 3.5	L.4.5.a L.4.5.b		2
6. Students will identify figurative language in a literary text.		R.2.B.4	1.5 1.6 2.4	L.4.5.a L.4.5.b		2

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			3.5			
7. Students will participate in discussions of literary text by sharing ideas.		L.1.B.4 L.2.A.1	1.5 2.1 2.3	SL.4.1.a SL.4.1.b SL.4.1.c SL.4.1.d		
8. Know and apply word analysis and decoding skills.		R.1.C.4 R.1.D.4.a R.1.E.4.a R.1.E.4.b R.1.E.4.c R.1.E.4.d	1.6 1.5	RF.4.3.a		2 1
9. Read with accuracy and fluency to support comprehension.		R.1.D.4.a R.1.D.4.b R.1.C.4	1.5 1.6	RF.4.4.a RF.4.4.b RF.4.4.c		1 2

**ASSESSMENT DESCRIPTIONS\*: Formative Assessment—Text Features of Poetry, Drama, and Prose (RL.4.5, RL.4.10, DOK1)**

- Students will be given an example of a poem, drama, and prose. They will record the characteristics and features of each type of text in the document: Now Featuring Features of Poetry, Drama, and Prose.doc
- The teacher can use the information recorded to determine what students know about the features of poems, dramas, and prose. This information will guide the instruction regarding the structural elements of poetry, drama, and prose.
- Unit Resource: Formative Assessment 1\_Now Featuring Features of Poetry, Drama, and Prose.docx

**ASSESSMENT DESCRIPTIONS\*: Formative Assessment—Figurative Language (RL.4.4, L.4.5a, L.4.5b, DOK2)**

- Students will complete a figurative language sorting activity. They will sort words and phrases into the following categories: metaphor, simile, idiom, adage/proverb.
- The teacher can use the information collected from the sorting activity to determine what students know and don't know about figurative language. This information will guide the instruction of types of figurative language.
- Unit Resource: Formative Assessment 2\_Now Featuring Figurative Language Sort. docx

**ASSESSMENT DESCRIPTIONS\*: Formative Assessment—Teacher Observation**

- What are students learning in regard to text features of poetry, drama, and prose and figurative language?
- Teacher Conferencing
- Anecdotal Records

**ASSESSMENT DESCRIPTIONS\*: Summative Assessment--Text Features of Poetry, Drama, and Prose (RL.4.5, RL.4.10, DOK 1)**

- Students will complete a performance task. They will compare Ernest Lawrence Thayer's "Casey at the Bat" to a prose summary of the poem.

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- Teachers will look for evidence of the structural elements in poetry and prose.
- Modification: The poem and prose can be read aloud. There is also an alternative prose summary provided for students reading below grade level.
- Unit Resource: Summative Assessment 1\_Now Featuring Casey at the Bat Performance Task.docx

**ASSESSMENT DESCRIPTIONS\*: Summative Assessment--Figurative Language (RL.4.4, L.4.5a, L.4.5b, DOK 2)**

- Students will be given examples of figurative language. They will determine what type of figurative language they have been given and explain the meanings of the figurative language.
- Unit Resource: Summative Assessment 2\_Now Featuring Figurative Language Hunt.docx

**\*Attach Unit Summative Assessment, including Scoring Guides/Scoring Keys/Alignment Codes and DOK Levels for all items. Label each assessment according to the unit descriptions above ( i.e., Grade Level/Course Title/Course Code, Unit #.)**

Obj. #	1. INSTRUCTIONAL STRATEGIES (research-based): (Teacher Methods) FEATURES OF POETRY, DRAMAS, AND PROSE
2 7	<p>1. Mini-Lesson: Over a series of mini-lessons, the teacher will introduce three types of literary text: poems, drama, and prose. Together with the students, the teacher will create anchor charts describing the features of each type of text. The teacher can use mentor texts to show students the features of each type of text. Using sticky notes, the teacher and students can label the specific features for each text. This information can be added to the Features of Poetry, Drama, and Prose chart that was originally used as a formative assessment.</p> <p>Examples of the features include:</p> <ul style="list-style-type: none"> <li>○ Poetry—Rhythm, Rhyme, Verse/Stanza, Line</li> <li>○ Drama—Cast of Characters, Settings, Descriptions, Dialogue, Stage Directions</li> <li>○ Prose—Characters, Setting, Problem/Solution, Dialogue, Sentences, Paragraphs</li> </ul> <p>Unit Materials:</p> <ul style="list-style-type: none"> <li>○ Instructional Strategy 1_Now Featuring Poetry Features Anchor Chart.docx</li> <li>○ Instructional Strategy 1_Now Featuring Drama Features Anchor Chart.docx</li> <li>○ Instructional Strategy 1_Now Featuring Prose Features Anchor Chart.docx</li> <li>○ Instructional Strategy 1_Now Featuring Features of Poetry, Drama, and Prose.docx</li> </ul>
2 7	2. Guided Practice: The teacher will guide the students as they find examples of poems, dramas, and prose. In small groups, they will identify the features of each type of text with sticky notes or highlighting.
2	3. Independent Practice: If needed, the teacher will assist the students as they record the characteristics and features of each type

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7	of text. The teacher will make observations and take anecdotal notes as needed to evaluate instruction and student knowledge.
<b>Obj. #</b>	<b>1. INSTRUCTIONAL ACTIVITIES: (What Students Do) FEATURES OF POETRY, DRAMAS, AND PROSE</b>
2 7	1. Mini-Lesson: Students will participate in creating anchor charts describing the features of each type of text. The students can assist the teacher in labeling the specific features for each type of text—poetry, drama, and prose.
2 7	2. Guided Practice: Students will find examples of poems, dramas, and prose. They will identify the features of each type of text using sticky notes.
2 7	3. Independent Practice: Students use the poems, dramas, and prose to record the characteristics and features of each type of text. This information will be recorded using the Features of Poetry, Drama, and Prose chart that was originally used as the formative assessment and modeled during a mini-lesson.  Unit Materials: <ul style="list-style-type: none"> <li>○ Instructional Activity 1_Now Featuring Features of Poetry, Drama, and Prose.docx</li> </ul>
<b>Obj. #</b>	<b>2. INSTRUCTIONAL STRATEGIES (research-based): (Teacher Methods) COMPARING FEATURES OF POETRY, DRAMAS, AND PROSE</b>
2 7	1. Mini-Lesson: After teaching students the text features of poetry, drama, and prose, the teacher will facilitate students in comparing the features. The teacher will review the features of poetry, dramas, and prose as needed. As a class, two different types of text will be read-aloud. At the end of the activity, all of the text types will be compared--Poetry and Drama; Drama and Prose; or Poetry and Prose. The teacher will choose five aspects to compare.
2 7	2. Guided Practice: The teacher will guide students as they read a self-selected text. The teacher will assist the student in locating text features in their type of text. They will record their findings as they read. These will be shared with a partner so that they can work together to compare the features of the two texts.
2 7	3. Independent Practice: The teacher will assist the students as they compare and contrast the two text types through writing conferences.  Unit Materials: <ul style="list-style-type: none"> <li>• Instructional Strategy 2_Now Featuring Comparing Poetry and Prose.docx</li> <li>• Instructional Strategy 2_Now Featuring Comparing Drama and Prose.docx</li> <li>• Instructional Strategy 2_Now Featuring Comparing Poetry and Drama.docx</li> <li>• Instructional Strategy 2_Now Featuring Poetry and Prose Performance Task.docx</li> <li>• Instructional Strategy 2_Now Featuring Poetry and Drama Performance Task.docx</li> <li>• Instructional Strategy 2_Now Featuring Drama and Prose Performance Task.docx</li> </ul>

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Obj. #	<b>2. INSTRUCTIONAL ACTIVITIES: (What Students Do) COMPARING FEATURES OF POETRY, DRAMAS, AND PROSE</b>
2 7	1. Mini-Lesson: The students will compare features of two different types of texts. They will assist the teacher in completing a graphic organizer to compare the two texts.
2 7	2. Guided Practice: Students will choose a text to read independently. They will choose a poem, drama, or prose. As they read, they will take notes about the features of each type of text they read. Students will find a partner with a different type of text to compare the features of the two texts. They will record their information in the graphic organizer.
2 7	<p>3. Independent Practice: The students will use the graphic organizer used to compare the two text types and compare and contrast the features of the two types of text.</p> <p>Unit Materials:</p> <ul style="list-style-type: none"> <li>• Instructional Activity 2_Now Featuring Comparing Poetry and Prose.docx</li> <li>• Instructional Activity 2_Now Featuring Comparing Drama and Prose.docx</li> <li>• Instructional Activity 2_Now Featuring Comparing Poetry and Drama.docx</li> <li>• Instructional Activity 2_Now Featuring Poetry and Prose Performance Task.docx</li> <li>• Instructional Activity 2_Now Featuring Poetry and Drama Performance Task.docx</li> <li>• Instructional Activity 2_Now Featuring Drama and Prose Performance Task.docx</li> </ul>
Obj. #	<b>3. INSTRUCTIONAL STRATEGIES (research-based): (Teacher Methods) INTRODUCING FIGURATIVE LANGUAGE</b>
6 7	<p>1. Mini-Lesson: Using examples from mentor texts, the teacher, with the students, will create a figurative language anchor chart over several class periods. The anchor chart will include: metaphor, simile, idiom, and adage/proverb.</p> <p>Unit Materials:</p> <ul style="list-style-type: none"> <li>○ Instructional Strategy 3_Now Featuring Figurative Language Anchor Chart.docx</li> <li>○ Instructional Strategy 3_Now Featuring Figurative Language Mentor Texts.docx</li> </ul>
6 7	<p>2. Guided Practice: The teacher will assign teams of students to find examples of figurative language in literary texts. Each group will be assigned a type of figurative language.</p> <p>Unit Materials:</p> <ul style="list-style-type: none"> <li>○ Instructional Strategy 3_Now Featuring Figurative Language Group Chart.docx</li> </ul>
6 7	3. Independent Practice: The teacher will work with students in small groups and reading conferences to assist students in locating and identifying figurative language.

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Obj. #	3. INSTRUCTIONAL ACTIVITIES: (What Students Do) INTRODUCING FIGURATIVE LANGUAGE
6 7	<p>1. Mini-Lesson: Students will create a figurative language anchor chart with the teacher. They will contribute examples and definitions as they discuss figurative language.</p> <p>Unit Materials:</p> <ul style="list-style-type: none"> <li>○ Instructional Activity 3_Now Featuring Figurative Language Mentor Texts.docx</li> </ul>
6 7	<p>2. Guided Practice: Students will work in teams to locate and identify figurative language. They will use chart paper to create a chart with the following information: Figurative Language Term, Definition, Text Example, Our Example</p> <p>Unit Materials:</p> <ul style="list-style-type: none"> <li>○ Instructional Activity 3_Now Featuring Figurative Language Chart.docx</li> </ul>
6 7	<p>3. Independent Practice: While reading, students will use poems, dramas, and prose to identify figurative language. They will record the phrase as an example of figurative language and label it as simile, metaphor, idiom, and adage/proverb.</p> <p>Unit Materials:</p> <ul style="list-style-type: none"> <li>○ Instructional Activity 3_Now Featuring Figurative Language Hunt.docx</li> </ul>
Obj. #	4. INSTRUCTIONAL STRATEGIES (research-based): (Teacher Methods) INTERPRETING FIGURATIVE LANGUAGE
1 4 5 7	<p>1. Mini-Lesson: Using mentor texts, the teacher will model utilizing context clues, prior knowledge, personal experience, and online resources to determine the meaning of figurative language. The teacher will note her thinking using a three-column chart-- examples, meaning, and proof.</p>
1 4 5 7	<p>2. Guided Practice: The teacher will guide students to determine the meaning of figurative language.</p> <p>Unit Resources</p> <ul style="list-style-type: none"> <li>○ Instructional Strategy 4_Now Featuring Figurative Language Interpretations.docx</li> </ul>
1 4 5 7	<p>3. Independent Practice: The teacher will meet with students in small groups and individual reading conferences to assess the student's interpretations of figurative language.</p>

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Obj. #	4. INSTRUCTIONAL ACTIVITIES: (What Students Do) INTERPRETING FIGURATIVE LANGUAGE
1 4 5	1. Mini-Lesson: The students will listen to mentor texts that include figurative language.
1 4 5	2. Guided Practice: The students will work in small groups to determine the meaning of figurative language. Each group will create a chart that includes an example of figurative language, its meaning, and proof
1 4 5	<p>3. Independent Practice: Students will be given examples of figurative language. Using context clues, prior knowledge, and personal experience, they will determine the meanings of the figurative language.</p> <p>Unit Resources</p> <ul style="list-style-type: none"> <li>○ Instructional Activity 4_Now Featuring Simile Meanings.docx</li> <li>○ Instructional Activity 4_Now Featuring Metaphor Meanings.docx</li> <li>○ Instructional Activity 4_Now Featuring Adage and Proverb Meanings.docx</li> <li>○ Instructional Activity 4_Now Featuring Idiom Meanings.docx</li> </ul>
Obj. #	5. INSTRUCTIONAL STRATEGIES (research-based): (Teacher Methods) READING INSTRUCTION IN A FOURTH GRADE CLASSROOM
3 7 8 9	1. Mini-Lessons: The teacher will provide direct instruction through 5-10 minute mini-lessons. These mini-lessons may include a specific focus on text features of poetry, drama, and prose.
3 7 8 9	2. Read Alouds: The teacher will allow time during reading instruction to read aloud to students. During this time, the teacher can have text talks to emphasize figurative language and text features of poetry, drama, and prose.
3 7	3. Reading Conferences: During student's independent reading, teachers will conference with individual students. This time will be used to discuss the books students are choosing to read on their independent reading level. The conferences will focus on text



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8 9	features of poems, dramas, and prose as well as figurative language. Students will also be encouraged to identify different types of figurative language and interpret the meaning as they read.
3 7 8 9	4. Guided Reading: The teacher will work with students in small groups. During this time, the students will read poetry, dramas, and prose on their instructional reading level. The teacher will guide them as they work on reading strategies for before, during, and after reading with a focus on figurative language and features of poetry, drama, and prose.
<b>Obj. #</b>	<b>5. INSTRUCTIONAL ACTIVITIES: (What Students Do) READING INSTRUCTION IN A FOURTH GRADE CLASSROOM</b>
3 7 8 9	1. Mini-Lessons: Participate in mini-lessons using comprehension strategies, asking, and answering questions.
3 7 8 9	2. Read Alouds: Listen to poems, dramas, and prose read aloud.
3 7 8 9	3. Reading Conferences: Read at their independent reading level within the grade level text complexity band.
3 7 8 9	4. Guided Reading: Read with support at their instructional reading level within the grade level text complexity band.
<b>UNIT RESOURCES: (include internet addresses for linking)</b>  <b>Unit Print Resources:</b> <ul style="list-style-type: none"> <li>• Instructional Strategy 1_Now Featuring Poetry Features Anchor Chart.docx</li> <li>• Instructional Strategy 1_Now Featuring Drama Features Anchor Chart.docx</li> <li>• Instructional Strategy 1_Now Featuring Prose Features Anchor Chart.docx</li> <li>• Instructional Strategy 1_Now Featuring Features of Poetry, Drama, and Prose.docx</li> <li>• Instructional Activity 1_Now Featuring Features of Poetry, Drama, and Prose.docx</li> </ul>	

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- Instructional Strategy 2\_Now Featuring Comparing Poetry and Prose.docx
- Instructional Strategy 2\_Now Featuring Comparing Drama and Prose.docx
- Instructional Strategy 2\_Now Featuring Comparing Poetry and Drama.docx
- Instructional Strategy 2\_Now Featuring Poetry and Prose Performance Task.docx
- Instructional Strategy 2\_Now Featuring Poetry and Drama Performance Task.docx
- Instructional Strategy 2\_Now Featuring Drama and Prose Performance Task.docx
- Instructional Activity 2\_Now Featuring Comparing Poetry and Prose.docx
- Instructional Activity 2\_Now Featuring Comparing Drama and Prose.docx
- Instructional Activity 2\_Now Featuring Comparing Poetry and Drama.docx
- Instructional Activity 2\_Now Featuring Poetry and Prose Performance Task.docx
- Instructional Activity 2\_Now Featuring Poetry and Drama Performance Task.docx
- Instructional Activity 2\_Now Featuring Drama and Prose Performance Task.docx
- Instructional Strategy 3\_Now Featuring Figurative Language Anchor Chart.docx
- Instructional Strategy 3\_Now Featuring Figurative Language Mentor Texts.docx
- Instructional Strategy 3\_Now Featuring Figurative Language Group Chart.docx
- Instructional Activity 3\_Now Featuring Figurative Language Hunt.docx
- Instructional Activity 3\_Now Featuring Figurative Language Mentor Texts.docx
- Instructional Activity 3\_Now Featuring Figurative Language Chart.docx
- Instructional Strategy 4\_Now Featuring Figurative Language Interpretations.docx
- Instructional Activity 4\_Now Featuring Simile Meanings.docx
- Instructional Activity 4\_Now Featuring Metaphor Meanings.docx
- Instructional Activity 4\_Now Featuring Adage and Proverb Meanings.docx
- Instructional Activity 4\_Now Featuring Idiom Meanings.docx

### **Simile Mentor Texts**

- Bunting, Eve. A Turkey for Thanksgiving
- Cole, Brock. The Winter Wren
- Dowson, Nick. Tigress
- Fletcher, Ralph. Hello, Harvest Moon
- Fox, Mem. Wilfrid Gordon McDonald Partridge
- Hesse, Karen. Come On, Rain!
- Johnston, Tony. Amber on the Mountain

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- Juster, Norton. A Surfeit of Similes
- Kesey, Ken. Little Tricker the Squirrel Meets Big Double the Bear
- Lawlor, Laurie. Muddy as a Duck Puddle and other American Similes
- Leedy, Loreen. Crazy Like a Fox: A Simile Story
- Leedy, Loreen. There's a Frog in My Throat: 440 Animal Sayings a Little Bird Told Me
- Lester, Julius. John Henry
- Lester, Julius. Sam and the Tigers
- Levine, Ellen. Henry's Freedom Box
- London, Jonathan. Like Butter on Pancakes
- MacLachlan, Patricia. All the Places to Love
- Moore, Clement. The Night Before Christmas
- Piven, Hanoch. My Dog is as Smelly as Dirty Socks and Other Funny Family Portraits
- Piven, Hanoch. My Best Friend is as Sharp as a Pencil and Other Funny Classroom Portraits
- Polacco, Patricia. The Butterfly
- Say, Allen. Grandfather's Journey
- San Souci, The Faithful Friend
- San Souci. The Talking Eggs
- Scanlon, Garton. A Sock is a Pocket for Your Toes: A Pocket Book
- Schaefer, Carole. The Bora-Bora Dress
- Schotter, Roni. Captain Snap and the Children of Vinegar Lane
- Stanley, Saving Sweetness
- Stolz, Mary. Storm in the Night
- Terban, Marvin. Figures!: Fun Figures of Speech
- Terban, Marvin. Mad as a Wet Hen
- Tresselt, Alvin. Hide and Seek Fog
- Van Allsburg, Chris. Polar Express
- Watt, Melanie. You're Finally Here!
- Wisniewski, David. Tough Cookie
- Wood, Audrey. Quick as a Cricket
- Yolen, Jane. Color Me a Rhyme
- Yolen, Jane. The Emperor and the Kite
- Young, Ed. Seven Blind Mice

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- Yolen, Jane. Owl Moon

### **Metaphor Mentor Texts**

- Ackerman, Karen. Song and Dance Man
- Bunting, Eve. Pop's Bridge
- Coombs, Kate. The Secret-Keeper
- DiCamillo, Kate. The Tale of Desperaux
- DiCamillo, Kate. The Tiger Rising
- Dowson, Nick. Tigress
- Fletcher, Ralph. Hello, Harvest Moon
- Gerstein, Mordicai. Carolinda Clatter!
- Giff, Patricia Reilly. Pictures of Hollis Woods
- Goble, Paul. The Girl Who Loved Wild Horses
- Goode, Diane. The Most Perfect Spot
- Janeczko, Paul. Dirty Laundry Pile: Poems in Different Voices
- Johnston, Tony. The Barn Owls
- Martin, Bill. Knots on a Counting Rope
- Martin, Jacqueline Briggs. Snowflake Bentley
- Paul, Ann Whitford. Word Builder
- Ringgold, Faith. Tar Beach
- Schotter, Roni and Gallagher, S. Saelig. Mama, I'll Give You the World
- Scott, C. Anne. Old Jake's Skirts
- Terban, Marvin. Figures!: Fun Figures of Speech
- Williams, David. Grandma Essie's Covered Wagon
- Woodson, Jacqueline. The Other Side
- Yolen, Jane. Owl Moon

### **Idiom Mentor Texts**

- Arnold, Tedd. Even More Parts: Idioms from Head to Toe
- Bloch, Serge. You Are What You Eat and Other Mealtime Hazards
- Brennan-Nelson, Denise. My Teacher Likes to Say
- Edwards, Wallace. The Cat's Pajamas

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- Edwards, Wallace. Monkey Business
- Leedy, Loreen. There's a Frog in My Throat!: 440 Animal Sayings A Little Bird Told Me
- Oelshlager, Vanita. Life is a Bowl Full of Cherries
- Parrish, Peggy. Amelia Bedelia
- Terban, Marvin. In a Pickle, and Other Funny Idioms
- Terban, Marvin. Mad as A Wet Hen!: and Other Funny Idioms
- Terban, Marvin. Scholastic Dictionary of Idioms

### **Online Resources**

Readworks.org—Figurative Language Unit

- <http://www.readworks.org/lessons/grade4/figurative-language>

Brainpop--Poetry

- <http://www.brainpop.com/english/writing/poetry/>

Brainpop—Similes and Metaphors

- <http://www.brainpop.com/english/writing/similesandmetaphors/>

Brainpop—Idioms and Cliches

- <http://www.brainpop.com/english/writing/idiomsandcliches/>

Brainpop Jr.--Poems

- <http://www.brainpopjr.com/readingandwriting/writing/poems/preview.weml>

Brainpop Jr.--Similes

- <http://www.brainpopjr.com/readingandwriting/word/similes/>

Brainpop Jr.—Rhyming Words

- <http://www.brainpopjr.com/readingandwriting/phonics/rhymingwords/>

Kidsinco--Free Playscripts for Kids

- <http://www.kidsinco.com/complete-list-of-playscripts/>

Reading Lady—Reader's Theater Scripts

- [http://www.readinglady.com/index.php?module=documents&JAS\\_DocumentManager\\_op=viewDocument&JAS\\_Document\\_id=9&MMN\\_position=34:34](http://www.readinglady.com/index.php?module=documents&JAS_DocumentManager_op=viewDocument&JAS_Document_id=9&MMN_position=34:34)

Simile Video

- <http://havefunteaching.com/videos/language-arts-videos/simile-video/>

Simile or Metaphor

- <http://exchange.smarttech.com/details.html?id=be757919-ac64-41c2-b4f0-d320037a5a73>

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### Idioms

- <http://exchange.smarttech.com/details.html?id=4ab3325f-ee96-4c5d-bf9d-f152fd1a330b>

### Similes

- <http://exchange.smarttech.com/details.html?id=53eb870f-0d9c-41f5-a206-7875e49248c0>

### Similes and Metaphors

- <http://exchange.smarttech.com/details.html?id=8158d313-30f5-4812-be8b-3a0fafa3f666>